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There Is a Better Way. A Premise Points the Way, a Profile with Promise, A Composite of the Survey.
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This document is a brochure published by the South St. Paul Public Schools describing some of the results of a questionnaire-survey of over 200 teachers in Minnesota using Sullivan's Programmed Reading in the primary grades. The brochure is composed of (1) an introductory section which discusses the premise of programmed reading; namely, the individualization of basic reading instruction; (2) a profile of the typical teacher who responded to the questionnaire-survey; and (3) a composite of 158 responses to the survey, including (a) a statistical data showing how the teachers answered the items of the questionnaire, (b) the philosophy and procedures of the teachers, (c) the teachers' personal opinions about the use of programmed reading, and (d) some general comments offered by the teachers. (WD)

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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THERE IS A BETTER WAY

. A Premise Points the Way

. A Profile with Promise

. A Composite of the Survey

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SOUTH ST. PAUL PUBLIC SCHOOLS
South St. Paul, Minnesota

July, 1968

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South St. Paul, Minnesota

July 1, 1968

To: All Respondents of Survey-Questionnaire, April, 1968

Re: Using Sullivan's Programmed Reading (McGraw-Hill, Webster) as a Basic Reading Program.

From: Ray I. Powell
Assistant Superintendent, Elementary

The survey is in, the responses have been carefully tabulated, and the results are now being presented to you.

You are to be commended for taking time from a very busy end-of-year schedule to participate in this project. It is hoped that the composite of data will be of significant help to you, as to us, in attaining maximum effectiveness from this very fine basic reading program.

We heartily thank you for sharing your experiences and wish for you much continued success with Programmed Reading.

Sincerely,

Ray I. Powell

Ray I. Powell
Assistant Superintendent
(Elementary)

RIP/maf

THERE IS A BETTER WAY

Yes, we know how children learn!

But, for the most part, instead of teaching children the way children learn, we apparently expect children to learn the way we teach, since, as evidenced by the fact that in most elementary classrooms today,

We still persist in using all manners of grouping for instruction, usually based on some particular ability or capability, or lack of it---whereas much conclusive evidence says that the grouping, per se, makes no significant difference in the learning result.

We still persist in giving much attention to minimal class size, the smaller the better---whereas much conclusive evidence says that the usual variations in the size of the class makes no significant difference in the learning result.

We still persist in using blanket instruction techniques---lecturing, the same assignment for all in the group, the same expectation for all in the group, the same grade standard for all in the group---whereas much conclusive evidence says that this is the least effective way to promote learning in an elementary classroom.

We still persist in developing conformity of learning, or "sameness" of learning---grades, grading, gradedness, "grade" materials, standardized testing, ABCDF report cards, retention, levels---whereas much conclusive evidence says that diversity of learning, or "variedness" of learning, must be our goal since each child is different from all others.

A Premise Points The Way

The traditional structure of three or more reading groups in a primary classroom - each group being instructed by the teacher for only a third or less of the total allotted reading time while she "rides herd" on the other two-thirds of the class for the total time - is the biggest single factor

preventing each child from reading as effectively as his capabilities would permit and, perhaps, is the biggest single frustration to the teacher in realizing the mastery level desired of each of her pupils.

A pupil must progress individually, moving at a pace suitable to him rather than one suitable to a group, and as fast or slow as he himself can effectively learn. Except for staying within certain teacher guidelines, this pace is, and must be, determined by his capacities and his capabilities. This progress must be assessed daily, individually, specifically, and continuously as he performs. This must not be done at the time-expense of others and cannot be done effectively with workbook pages, or seatwork, or standardized tests. Pupils no longer should be permitted to "academically hide" day after day and year after year under the canopy of group instruction - one and the same assignment to everyone in the class.

A pupil must relate individually with his teacher and must feel that he identifies with her positively, that she "turns him on". Instead of just performing and responding when it is his "turn" and then waiting until all the rest have had a "turn," he must be able to respond continuously during the period, regardless of the others, and with similar immediate "feed-back" satisfactions. He must receive individually tutored instruction from his teacher when he needs it, and must perform and/or respond successfully throughout the entire reading period.

Maximum success in relation to his own capability must be realized by the least talented as well as the most talented without being segregated or in any other way dramatically pointed out as being different, such as being a permanent member of a slow group. He must be praised whether he has covered the most or the least, and must never be pushed to catch up, or held back and made to follow.

Instructional materials for the teaching of reading must be so enticing to little people - as much as are their favorite comic books and TV cartoons - as to be almost completely self-motivating. Motivation for the lesson of the day,

which usually constitutes such a big share of the usual reading period, must be provided, and well provided, by the materials themselves rather than by the teacher.

No longer can teachers afford to use as much as three-fourths of their valuable instructional time creating and arousing interest in materials that require such great amounts of "selling" by the teacher before they become effective to any acceptable degree as a learning device.

School administrators and teachers must stand face to face with the fact that pupils learn at widely varying rates no matter how they might be grouped. Fragmentation of instruction must be steadily reduced until it is at an absolute minimum. The segregation by groups or levels, or abilities (the poor, the gifted, the average) are uppermost in this consideration. A heterogeneous, individualized setting for instruction, along with provision for group interaction when needed, is most desirable.

The schools and their teachers must assume the responsibility for how well children read, whether good or bad, and for their attitudes toward reading, whether positive or negative, since we do teach all children either effectively or ineffectively. We consistently teach boys and girls to cheat or short-cut because of our expectation placed too far above them - and we consistently cause boys and girls to be failures because of the negative position in which we place them and keep them day after day and year after year.

By and large, we educators acknowledge only that learning theory and research, those practices and techniques, and these programs and innovations which agree with us - to such an extent in fact, that any item to the contrary has long-since been prejudged, ridiculed, and ruled out by us even before trying it or observing it being tried, yes, even before actively becoming acquainted with its specifics. No other profession or business is so wasteful and destructive and non-receptive to its major source of self-improvement.

A Profile With Promise

Sullivan's Programmed Reading (McGraw-Hill, Webster) is now being used as a basic reading program in more than two-hundred primary classrooms in Minnesota. An extensive questionnaire-survey has been recently circulated by the South St. Paul Schools to the teachers of these classes and a composite of the 158 responses received is enclosed. Too, a number of quoted comments have been included in the composite, along with the teacher's grade indication in parenthesis, to further qualify the attitudes and opinions of these basic users.

Using the data from this survey to paint a profile of the typical of these teachers, we find that

.she has a bachelor's degree.

.she has taught 13½ years.

.she has taught 8 years at her present grade level.

.she is teaching in a building with enrollment of 300 - 1000.

.she has a daily time allotment for reading of 105 - 120 minutes if grade one and two, and 60 - 75 minutes if grade three.

.she has both a forenoon period and an afternoon period for reading.

.she has reading periods of 55 - 60 minutes in length.

.she has used Sullivan's material for one or two years.

.she has children working in Programmed Reading texts approximately 60 minutes each day, two periods of 30 minutes each.

.she uses approximately 30 minutes each day for oral and written review exercises.

.she uses approximately 20 minutes each day presenting new material of the program.

.she uses two weeks to accomplish Stage I, ten days to accomplish Stage II, and four weeks to accomplish Stage III if she is a first grade teacher.

.she tutors children to mid-point in Programmed Reader Book I, and then has child begin again at beginning of Book I working independently.

.as of April 25, her most capable pupil is working in
Book 13 if grade one,
Book 18 if grade two, and
Book 21 if grade three.

.as of April 25, her least capable pupil is in
Book 4 if grade one,
Book 8 if grade two, and
Book 13 if grade three.

.she has children write on overlay with a grease pencil or crayon.

.she has the following number of Programmed Storybooks available:

#1 - 7	7		#8 - 14	4	
#1A - 7A	4		#8A - 14A	4	
#1B - 7B	4				

.she has children erase overlay with paper towel or facial tissue.

.she is a basic user of Programmed Reading material because of her principal.

.she was asked to be assigned to a classroom using Programmed Reading as a basic material.

.she has had from one - to - five visitors observing the program this year.

.she has children move into library books and other reading series and laboratories after finishing all books of Programmed Reading.

.she uses a report card and conferences to report reading progress of pupils to parents.

.she was inserviced prior to use of the program by observing other classes, staff meetings, and consulting with other teachers.

.she believes that the strongest factors of attitudinal change in pupils resulting from use of Programmed Reading would be interest and motivation toward reading and a liking for reading success.

.she thinks that the materials most needed of those still not available from the publisher would be storybooks for series III and "packaged" inservice.

.she finds that word recognition is the most strongly realized of all the major objectives of a reading program.

.she follows very closely the prescribed techniques and drill patterns as outlined in the guides.

.she is teaching in a building where the use of Programmed Reading next year will be as great or greater.

.she has the alphabet posted in the classroom at all times.

.she uses the overhead projector rather extensively in the program.

.she has the child repeat a programmed text when he does poorly on the end-of-book test.

.she arranges for programmed texts to be stored elsewhere other than in pupil's desk.

.she issues grades in reading.

.she does not use a separate spelling series.

.she records all end-of-book test scores.

.she has pupils write directly into end-of-book tests, thus consuming them.

.she has found "shortcutting" not a problem of any consequence.

.she finds boys do as well as girls in Programmed Reading.

.she probably scores and hears tests at the teacher's desk as often as at pupil's desk.

.she uses capable pupils to help with the tutoring and scoring.

.she does not permit programmed text to go home over night.

.she has experienced no serious problems when merging a new pupil into the program.

.she uses no other phonics program to supplement Programmed Reading.

.she can provide sufficient opportunities for oral reading.

.she has in the classroom a sufficient amount of all materials needed.

.she does not have the assistance of a teacher's aide.

.she finds that slow learners work up to their potential.

.she does not "bridle" or hold back the gifted, or talented, pupils.

.she does not refer pupils to remedial reading specialist.

.she works no more closely with parents since using Programmed Reading than when using other previous reading programs.

.she is much better informed as to each child's reading capability since using Programmed Reading.

.she finds her pupils extremely motivated by the materials.

.her children prefer the cartoon-like pictures.

.no records are maintained as to outside reading habits.

.she readily asserts that Programmed Reading does teach children to spell very satisfactorily.

.more visitors have been invited to view her classroom since using Programmed Reading.

.sufficient opportunities can be provided for children to read orally.

.Programmed Reading does not foster impersonal relationships even though individualized in structure.

.changing to the role of a tutor has been no problem for her.

.she now sees many reasons for being constantly and specifically aware of each pupil's progress.

.she spends most of her time during the text sessions as a roving tutor.

.she often has pupils working in pairs.

.she considers herself to be a better teacher of reading since using Programmed Reading.

.she uses the placement test to place new pupils in the program.

.she does not feel that the overlay is a hindrance to pupil progress.

.she feels that the texts should not be written in but rather should be used over and over again with the overlay.

.generally, specifically, and dramatically, she gives a strong positive salute to a better way to teach boys and girls how to read.

QUESTIONNAIRE---SULLIVAN'S PROGRAMMED READING AS A BASIC READING PROGRAM IN SELECTED MINNESOTA ELEMENTARY SCHOOLS---APRIL, 1968.

A Composite of 158 Responses

A. STATISTICAL DATA

1. Name and location of school:

2. Name and position of person completing this questionnaire:

3. Education and experience of person completing this questionnaire:

a. 139 Bachelor's Degree - Received in 19____
b. 6 Master's Degree - Received in 19____
av. c. 13½ Number of years teaching elementary grades (including 1967/68)
av. d. 8 Number of years teaching this grade (including 1967/68)

4. Total pupil enrollment in your school building:

a. 1 less than 100
b. 22 100 - 300
c. 56 300 - 600
d. 63 600 - 1000
e. ____ more than 1000

5. Number of sections per grade in your building: (check each grade level)

	Kdgn.	One	Two	Three	Four	Five	Six
a. 1 section	Responses not meaningful - multiple duplication.						
b. 2 sections							
c. 3 sections							
d. 4 sections							
e. 5 sections							
f. more than 5 sections							

6. Average class size per section of each grade level: (check each grade level)

	Kdgn.	One	Two	Three	Four	Five	Six
a. less than 15	Responses not meaningful - multiple duplication.						
b. 15 - 20							
c. 20 - 25							
d. 25 - 30							
e. 30 - 35							
f. more than 35							

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7. The basis on which pupils are assigned to primary classes: (check each grade level)

	Kdgn.	One	Two	Three	Four	Five	Six
a. heterogeneous	Responses not meaningful - multiple duplication.						
b. homogeneous							
c. birthdate/or age							
d. standardized test scores							
e. alphabetical							
f. ability levels							
g. parent option							
h. psychological testing							
i. mental age							
j. other: (Indicate)							

8. Average number of minutes daily allotted for the teaching of language arts - reading, writing, language, spelling: (check each grade level)

	Kdgn.	One	Two	Three	Four	Five	Six
a. less than 60 minutes	Responses not meaningful - multiple duplication.						
b. 60 - 80 minutes							
c. 80 - 100 minutes							
d. 100 - 120 minutes							
e. 120 - 140 minutes							
f. 140 - 160 minutes							
g. 160 - 180 minutes							
h. more than 180 minutes							

9. Average number of minutes daily allotted for the teaching of reading: (check each grade level)

	Kdgn.	One	Two	Three
a. less than 30 minutes	48			
b. 30 - 45 minutes	9	1	1	4
c. 45 - 60 minutes		6	3	19
d. 60 - 75 minutes	1	8	14	41
e. 75 - 90 minutes	2	21	24	13
f. 90 - 105 minutes		6	16	30
g. 105 - 120 minutes		54	45	3
h. 120 - 135 minutes		35	15	3
i. 135 - 150 minutes		2	2	

10. Number of reading periods scheduled each day: (check each grade level)

	Kdgn.	One	Two	Three
a. one period in forenoon	47	105	115	93
b. two periods in forenoon		28	13	3
c. one period in afternoon	32	117	105	64
d. two periods in afternoon		7	15	

11. Average length of each reading period: (check each grade level)

	Kdgn.	One	Two	Three
a. less than 15 minutes	26			
b. 15 - 20 minutes	21	3	2	
c. 20 - 25 minutes	6	10	4	2
d. 25 - 30 minutes	5	22	24	3
e. 30 - 35 minutes		9	7	3
f. 35 - 40 minutes	1	13	11	8
g. 40 - 45 minutes	2	12	8	17
h. 45 - 50 minutes		3	15	12
i. 50 - 55 minutes		9	7	3
j. 55 - 60 minutes	1	38	38	46
k. more than 60 minutes		13	8	7

12. Number of classes in your building using a conventional basal reading series (with 2 or 3 group pattern):

a. _____kindergarten
b. _____grade one
c. _____grade two
d. _____grade three

Responses not meaningful - multiple duplication.

13. Number of classes in your building using Sullivan's Programmed Reading as a basal reading program:

a. _____kindergarten
b. _____grade one
c. _____grade two
d. _____grade three

Responses not meaningful - multiple duplication.

14. Number of years you have used Sullivan's Programmed Reading as a basic reading program (including 1967/68): (check one)

a. 80 one year
b. 47 two years
c. 17 three years
d. 9 four years
e. 1 five years
f. _____six years

15. Average number of minutes of total reading time your pupils use each day working in the Programmed Reading texts: (check one)

a. 6 20 minutes
b. 4 25 minutes
c. 14 30 minutes
d. 4 35 minutes
e. 11 40 minutes
f. 17 45 minutes
g. 13 50 minutes
h. 5 55 minutes
i. 81 60 minutes
j. 15 more than 60 minutes

16. Average number of minutes of total reading time used each day for oral and written review exercises: (check one)

a. 10 10 minutes
b. 26 15 minutes
c. 33 20 minutes
d. 14 25 minutes
e. 41 30 minutes
f. 7 35 minutes
g. 16 40 minutes
h. 15 more than 40 minutes

17. Average number of minutes of total reading time used each day in presenting new material: (check one)

a. 43 10 minutes
b. 28 15 minutes
c. 45 20 minutes
d. 4 25 minutes
e. 28 30 minutes
f. 5 35 minutes
g. 40 minutes
h. 1 more than 40 minutes

18. Number of weeks used to accomplish Programmed Reading Stage I - Learning the Letters: (check one)

a. 36 two weeks
b. 28 three weeks
c. 9 four weeks
d. 9 five weeks
e. 7 more than five weeks, (Indicate)
f. 37 not applicable. Do not teach this level.

COMMENTS:
"...prefer Houghton-Mifflin readiness - spend from 7-9 on it. Then go into Stage I."(1)
"...will be some what easier next year since our kindergartens will have this already finished..."(1)

19. Number of days used to accomplish Programmed Reading Stage II - Sound-Symbol Relationships: (check one)

a. 3 four days
b. 18 five days
c. 14 six days
d. 12 seven days
e. 9 eight days
f. 1 nine days
g. 18 ten days
h. 15 more than ten days, (Indicate)
i. 38 not applicable. Do not teach this level.

COMMENTS:
"Beginning the third week and continuing on, of necessity, through the sixth week....would do this again! ...gave the entire room a very strong foundation..."(1)

20. Number of weeks used to accomplish Programmed Prereading Stage III - The Programmed Primer: (check one)

a. 50 four weeks
b. 7 five weeks
c. 17 six weeks
d. 4 seven weeks
e. 3 eight weeks
f. 1 nine weeks
g. ____ ten weeks
h. ____ more than ten weeks, (Indicate)
i. 37 not applicable. Do not teach this level.

COMMENTS:
"Two weeks, except for newest pupils and a few slow ones - who also did the Pre-reader before going on to Book one."(1)

21. To what point in the program are children tutored as a group before they are permitted to proceed independently? (check one)

a. 16 end of part 3 of the primer
b. 30 end of primer
c. 17 end of Programmed Prereader
d. 18 end of Programmed Reader Book I
e. ____ end of Programmed Reader Book 2
f. 12 other: (Indicate)
g. 33 not applicable, do not teach this level

COMMENTS:
"About one-half of Book I."(1)

22. As of approximately April 25 indicate the number of the Programmed Reading text in which your most capable and your least capable pupil is working:

		Gr. 1	Gr. 2	Gr. 3
av.	a. Book___ - most capable student	13	18	21
av.	b. Book___ - least capable student	4	8	13

23. Indicate the manner in which the pupil records his responses to the Programmed text frames:

a. 2 written directly into the text, thus consuming it
b. 153 writes on plastic overlay with grease pencil, thus preserving the text
c. 1 writes directly into response booklets, thus preserving the text
d. 2 writes on separate sheet of paper, thus preserving the text

24. Indicate the sequential order by which a pupil proceeds through the various items of instructional material for Series I - Books 1 through 7: (use numbers)

(See next page)

av. a. _____filmstrip
av. b. _____Programmed text
av. c. _____Webstermasters
av. d. _____storybook
av. e. _____story tapes
av. f. _____Webstermasters
av. g. _____storybook
av. h. _____End-of-book test
av. i. _____other: (Indicate)

Responses not meaningful - multiple duplication.

COMMENTS:
"Words for each unit are learned just prior to each unit. Each child learns his own words individually."(1)

25. Indicate the average number of each Programmed Storybook available in your classroom: (complete all that apply)

av. a. 7 Storybooks 1 - 7
av. b. 4 Storybooks 1A - 7A
av. c. 4 Storybooks 1B - 7B
av. d. 4 Storybooks 8 - 14
av. e. 4 Storybooks 8A - 14A

26. Indicate the type of pencil that pupils use to mark an overlay: (check one)

a. 66 Listo pencil
b. 25 Scripto pencil
c. 56 common crayon
d. 21 wood-encased wax pencil
e. 14 other: (Indicate)
f. 1 not applicable, do not use overlays.

COMMENTS:
"Black china marker"(1)
"Map pencils"(3)

27. Indicate the type of material the pupil uses to erase the overlay: (check one)

a. 85 paper towel
b. 61 facial tissue
c. 22 cloth
d. 8 other: (Indicate)
e. 1 not applicable, do not use overlays.

COMMENTS:
"Cut up old corduroy pants"(1)
"Napkin"(3)
"Small squares of turkish toweling"(1)
"Toweling"(1)
"Old nylon stocking"(2)
"Toilet Tissue"(1-3)

28. Who prevailed upon you to use this material as a basic reading program?

a. 98 principal
b. 30 supervisor
c. 18 fellow teacher
d. 1 college instructor
e. 2 superintendent
f. 3 other: (Indicate)

29. Indicate the manner in which you were assigned to use this material for the first time as a basic program.

a. 32 your choice by your request
b. 40 you volunteered
c. 64 you were asked
d. 25 you were assigned without regard to your wishes
e. 8 other: (Indicate)

COMMENTS:
"Volunteered and I'm glad I did!!"(1)
"I was quite against the whole idea at first but "came around" and "changed my tune" about the third week! I am so sold on PR, now, that I sent my college reading instructor a 13 page letter praising it!"

30. Indicate the approximate number of visitors (educators) who have observed your program this year.

a. 82 1 - 5
b. 19 5 - 10
c. 5 10 - 15
d. 2 15 - 20
e. 21 20 - 25
f. 12 more than 25, (Indicate)

COMMENTS:
"Heaps and Heaps!"(1-3)

31. Indicate the various material that pupils move into after completing all books of Programmed Reading:

a. 89 another reading series, (Indicate)
b. 75 Reading Laboratories
c. 42 Word Games
d. 101 library books
e. 28 other: (Indicate)

COMMENTS:
"Research work"(2)e.
"Individualized Reading (Listening Mothers)"(1)e.
"...group reading on Friday all year..."(2)b.

32. Indicate the ways that reading progress of pupils is reported to parents:

a. 133 report card
b. 23 a written note
c. 56 Programmed book number
d. 148 parent-teacher conference
e. 16 profile chart
f. 10 other: (Indicate)

COMMENTS:
"Teacher-prepared PR reports"(1)
"Take home text for overnight."(1)
"Webstermaster worksheets are stapled and sent home."(1)
"When...testing book is completed...the child takes it home over night or weekend."(1)

33. Indicate any undesirable habits which have resulted with some pupils because of using Programmed Reading:

a. 9 poor study habits
b. 65 poor handwriting
c. 27 ineffective use of time
d. 27 squinting because of glare on overlays
e. 85 "shortcutting" or cheating
f. 14 other: (Indicate)

COMMENTS:
"Poor handwriting but only because it is not stressed in the program."b.(1)
"Ineffective use of time if not guided."c.(2)
"...don't feel they have picked up any!"(1)
"Glare on overlays - some complaints on this."d.(3)
"Skipping pages."f.(1)
"Messy work habits"(2)
"Poor oral readers!"f.(3)
"Some read out loud and lip read but feel it is because they are sounding out words."f.(1)
"Very, very little (and nothing that we can't handle!)"e.(1)
"Some of these occur but I feel they are not caused by using Programmed Reading."f.(1)

34. Indicate the types of inservice training that were provided prior to beginning the use of Programmed Reading:

a. 79 observed other classes using Programmed Reading
b. 49 consultant
c. 83 staff meeting
d. 79 consulting with other teachers using Programmed Reading
e. 57 films
f. 3 college staff
g. 18 seminar
h. 13 other: (Indicate)

COMMENTS:

"Prior? None!"(1)

35. Check those aspects of attitudinal change in the pupil toward reading that have resulted noticeably through the use of Programmed Reading:

a. 88 independence in selection
b. 140 interest and motivation toward reading
c. 69 attentiveness towards reading experiences of others
d. 104 willingness to share reading
e. 74 desire to research and find out
f. 98 desire to read the maximum rather than minimum
g. 140 likes reading success
h. 4 other: (Indicate)

COMMENTS:
"Unlocking, collecting new words independently."h.(1)
"Extremely happy!"h.(1)
"Learns how to attack words much better than with sight method."h.(1)
"...pupils become independent workers and good students."h.(1)
"Increased interest in library time."h.(1)
"...cuts down on conceit."h.(1)
"Willingness to go back and do over a part just finished that showed up badly..."h.(1)

36. Indicate those materials that the publisher should add to the present program:

a. 60 more inservice procedures
b. 35 more inservice material
c. 35 more comprehensive teachers' guides
d. 74 non-glare vinyl overlays
e. 78 in-between-text extension units of similar materials
f. 61 tapes for each storybook
g. 118 storybooks to accompany Series III
h. 64 teacher-directed skill activities on tape or transcription for individualization
i. 77 prescribed forms and instructions for record keeping
j. 21 other: (Indicate)

COMMENTS:
"Companion books to go with Books 1-7."j.(1)
"More storybook-type reading material."j.(1)
"Too big a transition between book 7 and book 8 storybook tests."j.(1)
"Another book for slow immature learners at book 1-2-3 levels."j.(1)
"Webstermasters for each new sound as it is presented."j.(1)
"More varied ways of checking comprehension."j.(1)
"Stronger format - the texts wear out too fast."j.(1)
"Placement tests - Series II and III."j.(2)
"Narrower slides so none of printed text will be covered."j.(3)
"Tapes for dictation."j.(3)
"Improved index in teacher's manual."j.(2)
"Permanent charts of new words, word discriminations, word formation and transparencies of supplementary work."j.(1)
"...more detailed program for phonics procedure."j.(2)
"A vowel chart similar to Phonovisual."j.(1)

37. Indicate those objectives of any complete reading program which, in your opinion, are realized when using Programmed Reading as a basic program:

a. 155 facility in word recognition (decoding word analysis)
b. 110 facility in literal understanding (comprehension)
c. 132 strong positive attitudes toward reading
d. 91 literary appreciation
e. 50 facility in critical reading
f. 57 facility in interpretive reading
g. 5 other: (Indicate)

COMMENTS:
"Individualization!!!! Self-pacing."g.(1)
"Knowledge of writing stories and letters."g.(1)
"It "makes sense" out of reading for small children."g.(1) (2)
"It is challenging, exciting, and fun!"g.(1)
"All rate very high in my opinion."(1)

38. Indicate those techniques and drills which you regularly use with the group, as prompted by the individual progress in the programmed texts.

a. 135 sound-symbol preparation for a new unit
b. 122 sound-symbol review for a unit just finished
c. 135 vocabulary review (at least once per week)
d. 136 word discrimination (daily)
e. 143 word formation (at least twice per week)
f. 141 dictation (at least twice per week)
g. 134 group activities, such as story and picture discussion and oral reading (at least once per week)
h. 51 review with the child the contents of each book finished
i. 117 supplementary work for practice, homework, and for special testing
j. 9 other: (Indicate)

COMMENTS:
"Dictation every day."f.(1)
"...weight our program heavily with creative, experience writing."(1)
"I make vocabulary lists of each book, and have flash cards for each book to be reviewed before proceeding to the next."j.(1)
"Creative writing after each book is completed."j.(1)
"Listening center"j.(1)
"Have a vocabulary check and spelling tests at end of each book."j.(1)
"I use Webstermasters for review of book."j.(2)

39. Indicate the number of primary classes in your building that plan to use Programmed Reading as a basic program next year.

a. _____one
b. _____two
c. _____three
d. _____four
e. _____five
f. _____six
g. _____seven

Response not meaningful - multiple duplication.

(See next page)

h. _____eight
i. _____nine
j. _____ten
k. _____more than ten, (Indicate)

COMMENTS:
"...kindergarten will have it also."j.(1)

B. PHILOSOPHY AND PROCEDURES

40. Is the alphabet posted in the classroom all the time?

Yes 152 No 5

COMMENTS:
"Yes, but not in a-b-c order. Alphabetical order and alphabetical song a hindrance - until dictionary and alphabetization is introduced."(1)
"...took it down in February."(1)
"At the beginning of the year we use manuscript. Second semester this is changed to cursive."(2)
"Along with colored sound symbol alphabet..."(1)

41. Do you use the overhead projector in conjunction with the program?

Yes 92 No 60

COMMENTS:
"...use it mainly to check dictation."(1)
"...used every day."(1)
"An excellent, ideal medium..."(1)
"Intro of sequence of skills."(1)
"Not much...have charted all the material from the guides."(1)

42. Do you have pupil repeat the programmed text when he does poorly on the end-of-book test?

Yes 120 No 35

COMMENTS:
"...The manual says no - but I do not know how else to assure myself and child that we are striving for thoroughness."(1)
"...often have them re-read side 2 of the book."(1)
"...haven't found that they do poorly."(3)
"Have had pupils repeat certain units of a text."(1)

43. At the end of reading class is the text in which the child is working stored elsewhere in the room other than in his desk?

Yes 68 No 86

COMMENTS:
"Stacked according to level on shelf in room."(1)
"No, Reading is very personal - child should be able to work whenever he is free to do so. There may be a couple of stages in his development when he should be allowed to pursue nothing but reading (if he is so inspired) for a few days."
(See next page)

"Later in the year children keep them in their desks - a time saver."(1)
"...pass them out each morning and collect them after afternoon reading class."(1)
"...books get too soiled and torn in the desks..."(2)
"A must if books are to be used again."(1)
"Some pupils get more than one test ready to "read to me" ..."(1)

44. Do you issue grades in reading when using this program?

Yes 103 No 52

COMMENTS:
"Would prefer S and U"(2)
"Yes, unfortunately!"(2)

45. Do you use a separate series for the teaching of spelling?

Yes 63 No 88

COMMENTS:
"...Yes, as well as lists from Programmed Reading."(2)
"Yes, but the spelling book is practically a review book since they are so well grounded in their basic skills."(1)
"...like especially the spelling emphasis throughout this series."(2)
"...a spelling text but it is much too easy..."(2)
"Yes, would like to abandon this practice."(2)
"...wish I had correlated it with Programmed Reading."(3)

46. Do you maintain a record of each end-of-book test score?

Yes 140 No 12

COMMENTS:
"Only list the number wrong."(1)
"...so does each child for himself."(2)
"Plus the type of error."(1)
"Final page of test scores...stored in cumulative folder, pupil progress chart posted up-to-date"(1)
"Only at the end of Book 7. At end of each other book each mistake is discussed with child before a check is given for a book finished."(1)

47. Do you have children write directly into the end-of-book test booklet and keep them for the cumulative folder and parent conferences?

Yes 89 No 67

48. Have you found cheating, or short-cutting, to be a problem of any consequence?

Yes 32 No 121

(See next page)

COMMENTS:
"They learn regardless of their method of working."(1)
"Happens every year, but cures itself if teacher doesn't "get shook". Child learns what happens after he "piles up" in ...tests!"(1)
"Children soon find it doesn't pay, and isn't much fun."(1)
"...I record each child's page each day..."(1)
"Some children have become very adept at filling in letters and reading pictures without covering the content material."(2)
"...can quickly tell when they read for you..."(1)

49. Do boys do as well as girls in this reading series?

Yes 140 No 17

COMMENTS:
"Yes - Turns boys on!"(1)
"Boys achieve higher than traditional."(1)
"Yes, and in my class I have three-fourths boys."(2)
"...not a valid question - should not expect this in any program."(2)
"Wonderful material for boys."(1)
"Yes, never have seen such eagerness!"(1)

50. When a pupil needs to have a within-book-test scored, do you go to his desk and score it there?

Yes 78 No 65

COMMENTS:
"Not always - children check each other out often - or they come to me if I'm not with a modular group."(1)
"Yes, and have them read it aloud for me."(1)
"Come to my desk...one up at a time."(1)
"...put up...red flag when they want me."(2)
"...place a card with their name on it - go back to desk to work until I call them."(2)
"Too much time is wasted and confusion can occur if a line waits at the teacher's desk."(1)
"...write their names on the board when ready for testing."(3)
"...comes to me at my "teacher-pupil" station."(1)
"I use above average readers to help score."(1)
"...comes to my desk - reads test to me, fills it in there on the spot."(2)
"...don't score these, just hear them..."(1)

51. Do you use your most capable pupils to help in scoring of tests and assisting the slower pupils?

Yes 80 No 76

COMMENTS:
"...can be an excellent situation."(1)
"...have used second graders to listen to my first graders..."(1)
"They love doing this and are very efficient."(1)
"...not until in Spring..."(1)
"When a pupil has been absent."(1)
"...beneficial both to the checker and the tested child. ...checkers are very particular."(1)
"Works excellently."(2)
"To assist slower children but not to score tests. ...both the slower and the more capable benefit."(1)

52. Do you permit a child to take home overnight the programmed text he has just finished?

Yes 48 No 110

COMMENTS:
"Most children take them home, often before they're done, too - its fun!"(1)
"Storybooks, yes - soft covered texts, no."(1)
"...when we have some make-up work to do."(1)
"Not the text - too hard to get back."(1)
"They can check out previous ones also."(2)
"No, younger siblings will read."(3)
"No, never. If a parent wants to see these, he comes to school. ...take home and show to...father, especially! They are so enthusiastic."(1)

53. Have you experienced serious problems when merging into the program a new pupil who has just moved into the school district?

Yes 28 No 114

COMMENTS:
"New pupils are thrilled with our reading."(3)
"...easier to fit a new pupil into my reading program when I use the Programmed Reading."(3)

54. Do you use another phonics program to supplement Programmed Reading?

Yes 55 No 101

COMMENTS:
"Definitely not needed."(1)
"...use Phonovisual charts."(1-2)
"...many games."(2)
"SRA word games"(3)
"...essential to do so..."(1-2)

55. Are you able to provide sufficient opportunities for oral reading?

Yes 116 No 35

COMMENTS:
"...I don't think...that oral reading is as "holy" or all-telling as some old-style programs would like to scare us into believing!"(1)
"...every storybook is read orally..."(1)
"...children love to read aloud from many kinds of books."(1)
"...Show & Tell!"(1)
"Fun to do in pairs."(1)
"...have regular oral reading and dictation sessions.."(1)
"...reservations on this!"(3)

56. Have you been furnished with sufficient amounts of the materials to use the program as intended by the authors?

Yes 133 No 25

57. Do you have a teacher's aide assisting you when teaching Programmed Reading?

Yes 32 No 125

COMMENTS:
"No - Wild!"(1)
"Oh, how you could use some during that hour."(1)

58. Do slow learners work up to their learning potential in Programmed Reading?

Yes 128 No 17

COMMENTS:
"So who says we "know their potential"?"(1)
"Yes, but...have two who have and still are reading every page aloud to me, and two more who are reading every third page to me."(1)
"Definitely."(1)
"Yes, with considerably more individual conferencing and motivation."(2)
"...but do they do this in any basal series?!"(1)
"...never have seen slow learners get this far in any other program!"(1)
"...they need close supervision."(2)
"Most slow learners work above their potential in Programmed Reading."(2)

59. Are your gifted, or talented children, "bridled" or held back in any fashion while working in Programmed Reading?"

Yes 7 No 145

COMMENTS:
"...must be able to spell all of the words they read."(1)
"Like, what's the use of having such individualized material if you hold them together? In our group we "fly" when we can and a child's cognitive style dictates what teacher guidance he might need."(1)
"Quite the contrary."(1)
"No, this is a plus of this program."(2)
"That's the wonderful thing about the program."(1)
"...they are very proud of their accomplishments - so are their classmates".(2)
"Great for these children."(1)
"The ceiling is taken off..."(1)
"Many times I fear they may be going too quickly."(2)

60. Are any of your pupils scheduled to meet regularly with remedial reading teachers?

Yes 56 No 102

61. Do you work more closely with parents since beginning the use of Programmed Reading?

Yes 32 No 118

(See next page)

COMMENTS:
"They are more interested."(2)
"Parents really see improvement in reading..."(1)
"...are enthusiastic."(2)

62. Are you any better informed as to each particular child's reading strengths and weaknesses since using Programmed Reading?

Yes 145 No 10

COMMENTS:
"Very much so!!!"(1)
"Having so many points to check skill development and the self-pacing aspect gives one a far more meaningful picture."(1)
"I keep an anecdotal card on each child's problems - helps for drill and parent conferences."(1)
"Definitely!"(1)

63. Are children sufficiently motivated by the materials?

Yes 152 No 5

COMMENTS:
"They beg to have reading."(1)
"Their joy and excitement is a continual source of refreshment to their teacher!"(1)
"They so enjoy the humor."(1)
"Definitely."(1)
"If for some reason we find it necessary to skip a Programmed Reading session, the comment is "Oh no! Do we have to?"(1)
"They like the material, silly as it seems at times to adults."(1)
"More than in other basal programs."(2)
"Extremely so."(1)
"...children ask if they may take books out for recess."(1)
"...majority still choose it as their favorite free-time activity."(2)

64. Do children really prefer the cartoon-like pictures accompanying the texts and the storybooks?

Yes 151 No 5

COMMENTS:
"Certainly enjoy them! ..."(1)
"...simplicity of the pictures are so easy for them to "read"."(1)
"...often come to me to comment on the pictures."(1)
"Developes their sense of humor."(1)
"...brightest child thinks they are "silly"."(2)

65. Do you maintain records to indicate the extent that children read other materials, such as, library books?

Yes 62 No 88

66. Are the reading habits of children in Programmed Reading sufficiently different to concern librarians?

Yes 36 No 102

COMMENTS:
"Her only concern - that they read so well that they will run out of books by the time they reach 5th - 6th grades."(1)
"More children reading more difficult books."(2)
"Are now reading in the 4th - 6th section of library."(2)
"That they read more independently much sooner."(1)
"...able to read more difficult books - have better word attack skills."(1)
"...want to read more books than they are allowed to read."(2)

67. Can children learn to spell satisfactorily while being taught to read with Programmed Reading?

Yes 144 No 5

COMMENTS:
"Much more than satisfactorily!"(1)
"...after Books 4-5 I feel they can reach beyond patterns presented so far and read and spell beyond the text."(1)
"...feel this is the greatest difference in accomplishment of reading - writing, too, has become so much easier for them."(1)
"Marked improvement."(1)
"...continually amazed at their spelling prowess."(1)
"Visitors have told us that our 1st graders are better spellers than their 2nd graders."(1)
"Testing varifies this."(1)
"...need to be taught the words that are not phonetic..."(1)
"Much better than traditional methods."(1)
"One of Programmed Reading's strongest points."(2)
"Spelling ability and skills have delighted child, parent, and teacher."(1)
"Scores in achievement tests just taken were superior."(2)
"Most children spell above their grade level by at least a year."(2)
"Yes, if you present the vocabulary as a spelling list."(1)

68. Have more visitors been invited to your classroom since using Programmed Reading?

Yes 97 No 61

69. Can you provide sufficient opportunity for children to read orally?

Yes 118 No 34

COMMENTS:
"My best method seems to be to have 2-3 children reading together in a corner."(1-2)
"Yes, they do not need as much of this, as thought formerly."(1)

70. Does the program insure that children's oral reading is accomplished and with expression?

Yes 59 No 74

(See next page)

COMMENTS:
"No series can insure such a thing. I feel accomplished oral reading with expression is only developed by those who feel emotion. It cannot be taught no matter what the series."(1)
"I don't think the program assures or insures anything. It can be handled as teacher and class so desire and plan."(1)
"...up to the teacher!"(2)
"...depends on the teacher!"(1-2)
"Visitors remarked about the fluency with which the children read."(1)
"...children identify more readily with Sam and Ann than characters in basics."(2)
"Better than other programs."(2)
"...phrasing and expression a problem."(1)
"...guide suggests much oral reading."(1)
"No, why should it!"(1)
"The teacher must be very careful to "set aside" time for oral reading."(2)
"How necessary is this for life?"(2)

71. Does the program foster impersonal relationships, inasmuch as it is individualized and greatly ignores the social setting within which the majority of elementary schools' teaching takes place?

Yes 32 No 118

COMMENTS:
"No - absolutely not! Good bye to little squirmers on "reading chairs"!!" (1)
"I think it is so individualized that each child when helped gets a personal acceptance."(1)
"...capable ones really enjoy helping those less able."(1)
"Quite the contrary because we are dealing with and talking with each one individually."(3)
"...less tension, competition, fears, blocks."(1)
"My relationship with individual pupils is far superior."(3)
"...allows for more contact between every child and teacher."(2)
"Groups in same book get together to discuss stories."(3)

72. The role of the teacher changes when using Programmed Reading as a basic program. Has the adjustment to this tutoring role with individual pupil been especially difficult?

Yes 12 No 138

COMMENTS:
"Loved every minute of it. Teaching should be like this for all subjects." (1)
"Once one learns to trust the youngsters - and forget the "sit-on-little-chairs-and-verbalize" routine - real things begin to happen!"(1)
"No, however, it is more work and I am much busier."(1)
"Yes, but there is not enough of me!"(2)
"Teaching reading this way is so much more satisfying."(1-2)
"...have greatly enjoyed the challenge."(1)
"First year was hardest. ...like this way much better."(1)
"...has been a pleasure..."(1)
"...find the change stimulating."(1)
"...was during the first month..."(2)
"Since I have become accustomed to this I feel it is easier than the other basal texts."(2)

73. Do you find a strong need to be constantly and consistently aware of each pupil's daily progress in order to know the proper time to support, direct, and evaluate him in his progress?

Yes 115 No 37

COMMENTS:
"The old idea of "hearing" each child daily ceases to be meaningful after one accepts individualization as being superior to "mastery" of one basal program."(1)
"Much more aware of his daily progress."(1)
"Yes, and to know what he is to be doing each day when the period begins."(2)

74. When the class is working in the programmed texts, do you spend all of this time as a roving tutor working with individual pupils?

Yes 116 No 33

COMMENTS:
"They do the roving and come to me."(1)
"No, I've developed a modular grouping plan (in addition to whole class instruction at the beginning of each day) - and intersperse this with tutoring and checking."(1)
"When I'm testing I appoint two of the better students to check in-book tests."(1)
"Often I bring small groups up in front to work on common problems."(1)
"Yes, every minute."(1)
"I am always watching. I sit, I only rove to hear tests read."(1)

75. Do you ever have pupils working in pairs?

Yes 90 No 64

COMMENTS:
"Reading orally to each other, learning words, reading unit tests."(1)
"Often - also, in modular groups."(1)
"Yes, to drill on flashcards that I made to follow each hard cover."(1)
"Talking over a good story."(1)
"Working out dramatizations, review."(2)
"Sentence dictation."(2)
"Oral reading in pairs."(1)
"Vocabulary lists from same book."(3)
"No, causes too much talking."(2)

76. Are you a better reading teacher since using Programmed Reading?

Yes 109 No 19

COMMENTS:
"...in that each child is on an individual basis."(2)
"I'm never bored."(1)
"Definitely - since I've been introduced to some new ideas and skills - and looked honestly at old techniques used too long."(1)

(See next page)

"...more alert to individual differences, ...a realization that a conventional program is grouping for the teacher's convenience, not necessarily the child's."(1)
"...more aware of each child's abilities and needs."(2)
"...believe I know more of the process of learning."(2)
"Children are happier, more avid readers because of the independent phonetic approach - not because of improved teaching."(1)
"In using the manuals - the procedure is very definite - more so than in other basic materials."(2)
"...no longer feel that I must give them "busy work"."(2)
"...Programmed Reading accomplishes in one year what traditional reading does in three years."(1)
"...the techniques can be adapted to all areas of learning."(1)
"have become more aware of individual differences."(2)
"...much more relaxed - and as one of my children said, "Reading is a quiet time this year, and I like it"!"(2)
"...feel I'm teaching children at their level - a great joy!"(3)
"...enjoy teaching reading so much more - therefore I feel I must be a better teacher."(1)
"...would definitely make you a better reading teacher."(1)

77. Do you use the placement test to determine at what point a new pupil is to be inserted into the program?

Yes 102 No 39

COMMENTS:
"...don't feel it to be as valid as authors would have us believe."(1)

78. Do you feel the time used by the pupil to erase the overlay and to get it"fixed" for the next page is a hindrance to the progress of the pupil?

Yes 29 No 138

COMMENTS:
"It's time far better spent than some of the time put into those crazy old basal workbooks!!"(1)
"...it's good for them to have a "breather"."(1)
"...gives a diversion which they sometimes need."(1)
"...gives the pupils a moment to relax from the concentration of the past few minutes."(2)
"...seems to somehow fascinate children..."(2)
"A few take too long but they would be just as pokey in another series."(1
"...a good break for them!"(1)

79. Would you prefer to consume the program - that is, write directly into the books using them only the one time?

Yes 43 No 112

COMMENTS:
"Would be ideal...but we still kind of enjoy the plastics."(1)
"Too expensive!"(1)
"...I write many extras on the overlay in the tutoring process."(1)
"...very often they have to go back and re-do pages."(3)
"Overlays are no problem!"(3)
"Seven-year-olds enjoy the mechanics involved."(2)
"...simpler, more economical, less space needed."(1)
"...children like writing directly and taking book home."(1)

C. PERSONAL OPINIONS

The following statements have been made by others such as yourself who use Programmed Reading as a basic program. Check those with which you agree.

80. 154 Children like Programmed Reading.

81. 138 Children are not as pressured or frustrated as in a conventional basal program.

82. 125 The slow learner no longer feels left out or left behind.

COMMENTS:
"Oh?"(1)

83. 92 Children using Programmed Reading have better attitudes toward school.

84. 90 Short-cutting, or cheating, is not a problem.

85. 125 The classroom is more relaxed.

COMMENTS:
"And reading more individualized."(1)

86. 93 Seatwork is no longer needed and is practically eliminated.

COMMENTS:
"In the cut and paste, "busy-work" sense."(1)
"Halleluiah!"(1)
"...word review exercises in the teachers' manual II and III ... should be put on ditto - also, the vocabulary for each book."(2)

87. 141 Children soon become more confident and independent.

88. 105 Since using Programmed Reading I know my pupils better.

89. 79 With Programmed Reading I have more reading class time to spend with the slower pupils.

90. 88 Lesson planning can be done in much less time.

91. 108 I am much busier during the reading blocks than when I was using a conventional program.

92. 110 Discipline problems during the reading periods are practically non-existent.

93. 44 The teachers' guides leave a lot to be desired.

94. 83 What a relief not to have to prepare all that seatwork each day, not to mention all the scoring and posting of it.

95. 114 A greater variety of storybooks would be welcome. They are wonderful.

COMMENTS:
"...such good practice."(1)

96. 97 The vinyl overlays should be dull-finished to reduce reflection.

97. 84 I have never seen such creative writing in this grade.

COMMENTS:
"Underscore this."(1)

98. 133 Children learn to spell---and better---without even knowing it.

99. 103 The response to dictation is tremendous.

100. 92 The publishers should develop a satisfactory pencil for use on the overlays.

COMMENTS:
"Crayons work best - are cheaper."(1)
"...don't have trouble since I learned to have the children bring them to me for adjusting."(1)
"One that will last!"(2)

101. 57 I wonder when will we ever get these story tapes as announced by the company.

102. 79 I could never go back and teach reading the "old" way.

103. 122 The children love the storybooks. They read them time and time again.

104. 150 What to do with a child who has been absent is no longer a problem - he just continues where he left off the last day he was here.

COMMENTS:
"This is marvelous!"(1-2)

105. 98 The children in Programmed Reading want to check out more-difficult books when they go to the library.

106. 106 Any teacher can use Programmed Reading!

COMMENTS:
"Any teacher who wants to can use Programmed Reading successfully."(1)
"If she's willing, loves and trusts kids..."(1)
"It takes one with a deep concern for ...individual as such."(1)
"If she wants to."(1)
"A very rigid teacher would have a hard time."(2)

107. 118 Children given free rein to proceed will just amaze you in their reading tastes and capabilities.

COMMENTS:
"And the quantity of reading that they do!"(1)

D. GENERAL COMMENTS:

"...parents are most enthusiastic and can hardly believe that a first grade child can become so proficient in all the language arts areas...children treat it as an exciting game..."(1)

"...see multitudinous advantages in Sullivan's Prog...always remember to give youngsters free rein and not let even Sullivan hold them - if they can go beyond presented patterns...we must present what they need - on their level - and encourage them."(1)

"I would like to here and now confess I was not enthusiastic about teaching Programmed Reading, as I felt I had a "receipe" that has really produced fine readers - BUT the spelling, creative writing, dictation, word formation drills have been so excellent and even my little ones are able to perform so well, that I would be the very first to say that it is great, childlike in context and I love teaching it. ...When a child finishes half of their soft covered book, I allow them to start reading the storybooks as homework. ...when a child is given the next book (soft covered) I also hand them a dittoed list of vocabulary words...When they read their unit tests to me they also must read the new words for that unit. ...If ever in my teaching career I have ever felt guilt, it was that my quick learners were not challenged enough - and this has given them their chance..."(1)

"...I am amazed at the results...The most important thing is that each child is reached and helped at his own level - and after all, that's my prime concern..."(1)

"...We feel the love for reading that is engendered is most unusual - if that were the only outcome it would be enough in first grade! But, in addition we have great independence in sounding words, the joy of having every child working where he should be, much wider reading of other books than we ever thought possible in Grade One and the opportunity for a private conference with each child..."(1)

"...the children learn to spell at the same time they are learning to read. The phonics rules that they learn are not isolated..."(1)

"...I think additional activities could be added in the Teachers' Guide..."(1)

"...more capable of sounding out new words they meet...It is not an easier way to teach reading as far as the work of the teacher is concerned... amazed at what my first graders can do with dictation, spelling, and creative writing, as well as in their reading abilities."(1)

"The one thing I do not miss was the time I used to spend having children "read with their eyes - to find etc.". With the basal series, April and May was a boring time for all. I have a child with a serious hearing loss. Programmed Reading has been wonderful for teaching David to read."(1)

"...The manuals are fine for an experienced teacher, but give little in procedures, which a beginning teacher may need...I would say to introduce a few more basic sight words sooner - such as said, to, soon, here, again, etc. - ..."(1)

"...There are certainly some problems one finds with its use, but, in my opinion, this program is the best available."(1)

"...The student's pleasure in reading, their eagerness in attempting to read library books early in the year, creative writing and good spelling are bountiful rewards to a teacher...I know each child better, both as a person and in his progress at school."(1)

"With this program, I really feel like I'm "individualizing" my teaching - as we're always told to do, but not told <u>how</u> to do it."(1)

"...After having used it for a year, I feel I can do an excellent job next year, because I will be able to anticipate...problems..."(1)

"...Children gain love of reading and a fine attitude toward the library... All the child's available learning time is his and he doesn't have to waste time listening to others...He gains in self-confidence and responsibility... P.R. develops creative thinkers...He likes the personal relationship he shares with the teacher. At the present time I see it as "the best program " to meet the individual's need...Time element doesn't allow for enough conferences...Pupils who learn slowly...appear to need more structure and external control. When skills are introduced to group...some children already know it, some need it at that time, and some aren't ready for it..."(1)

"...has the undesirable feature of promoting a noisier room...encourages pupils to remain in the audible stage longer..."(1)

"...If teacher is enthusiastic kids will be too."(1)

"...It is a good program for a "first year" teacher to follow."(1)

"...there should be enough inservice teaching so that no teacher starts this without some insight into it...best to start this program in the kindergarten and first grade..."(1)

"...Children shouldn't be allowed to move on until they have mastered what is expected at that point."(1)

"This program has provided for individualistic teaching...is a self-motivated program. No more bored reading sessions...children enjoy the storybooks so much that it is nearly impossible to get them to put the books away..."(1)

"...All my parents are well pleased..."(1)

"I have enjoyed using Programmed Reading! I have a real feeling of accomplishment and the children do too!"(1)

"...especially pleased with the good phonetic background it provides. We do more oral reading with this series...are better spellers than in a conventional series."(1)

"...The children have accepted the method most readily..."(1)

"...children have so much more enthusiasm for reading...are not afraid to try new material...seem to have more self-confidence. The way they take dictation is truly amazing. (...visitors...could hardly believe what they saw)..."(1)

"...I have begun many different reading programs, but this is the most sensible one..."(1)

"In all my years of teaching, (30) I feel that, at last, I have found the answer to so many reading problems in Programmed Reading. No more wasted time for children sitting at their desks waiting for their class to be called...Now every minute counts for everyone..."(1)

"For the 1st month or 2, (I can admit now) I was frustrated, I readily found flaws (I thought) in the system, and thought "it just isn't good for the slow learners." Now I am "sold" on it! In the many years I have taught 1st grade, I have had good readers, but I'm sure they were not able to sound the words and read what these children were reading by Christmas."(1)

"...The manual is very helpful with its chalkboard exercises. Another first grade teacher and I have taken turns making a ditto of every one of these..." (1)

"...When the children have acquired very good word recognition techniques, ...they should switch to materials which will contribute more toward interpretive skills."(1)

"...much prefer the short line at the top and bottom of capital "I" to distinguish it from the small letter "l". ...prefer a curve at the bottom of the small letter j to distinguish it more clearly from the small i especially when the children copy these letters."(1)

"...Each student can work at his own speed. There is no busy seatwork to assign...The children are...succeeding."(2)

"...There is not this strain and frustration of the pupil to try to memorize so many "sight words"...the child uses his phonetic relationships over and over independently. My, for the library interest..."(2)

"...this program is much closer to my own philosophy of education, learning in direct proportion to behavior - learning in relation to one's own effort and ability. It ensures my role of teacher as director, not dictator; to guide, not do...the <u>most</u> needed and <u>most</u> beneficial addition to the program would be company sponsored - area inservice mtgs. prior to use and during the 1st year of its use..."(2)

"...the individualized approach is far superior to grouping...my immature pupils have a little trouble with the "stick-to-it-ness" that is necessary for independent work...wish that the exercises in the manual for Series III were of the type that could be removed, and run through a Thermofax for making a ditto. Would save so much typing!..."(2)

"...too many teachers are lax on skills and don't follow the teachers' manual ...this is a must!!...achievement tests...proved to me that this certainly is an outstanding program..."(2)

"My general reaction to Prog. Rdg. is favorable...children "get farther faster," and are better able to spell, write and create sentences and stories this way than formerly...But this program isn't the unbelievably simple relaxed 1000% effective way to teach that we were told in the beginning..!(2)

"...a thrill to watch children proceed so rapidly or so slowly and know independence and success...never have to hold the good students back while poorer students catch up. Each child gains much self-confidence as they read without so much group pressure...competition is very keen..."(2)

"Wish ditto masters were available for all books...wish that Storybooks were made...through Book 21...Why not...filmstrips for the last part of the program?"(3)

"...a test booklet for each child..."(3)

"...a very busy hour in the day, but very rewarding."(3)

"Surely programmed reading materials make it possible to meet individual differences for the many reasons many times mentioned in many places...feel strongly that some clerical relief is essential if the teacher is to be freed to listen to oral reading, recheck comprehension, and thoughtfully prescribe additional work for each individual."(3)